



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 10211185  
SAU: Brewer School Department  
School: Brewer Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

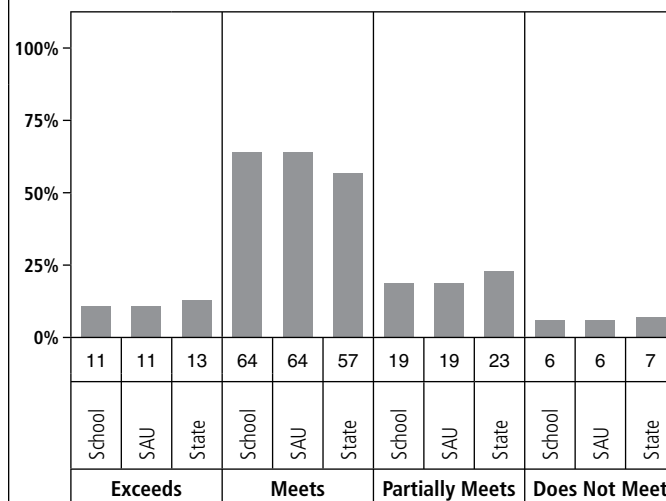
SAU: Brewer School Department

School: Brewer Middle School

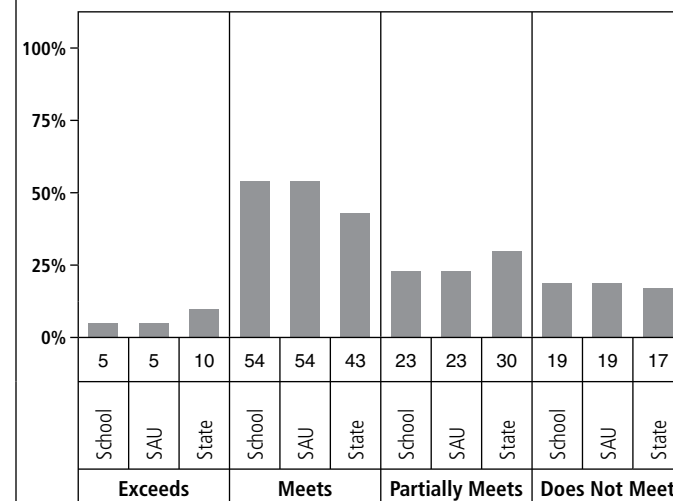
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	647	647	644
2006–2007	645	645	646
<b>2007–2008</b>	<b>649</b>	<b>649</b>	<b>648</b>
Cum. Avg. *	647	647	646
<b>Mathematics</b>			
2005–2006	641	641	641
2006–2007	641	641	643
<b>2007–2008</b>	<b>641</b>	<b>641</b>	<b>642</b>
Cum. Avg. *	641	641	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 6  
 SAU: Brewer School Department  
 School: Brewer Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	81	100	81	100	14365	100	81	100	81	100	14266	99	81	100	81	100	14268	99						
<b>Ethnicity</b> African American/Black	1	1	1	1	418	3	1	100	1	100	407	97	1	100	1	100	413	99						
American Indian or Native Alaskan	2	2	2	2	111	1	2	100	2	100	110	99	2	100	2	100	110	99						
Asian or Pacific Islander	1	1	1	1	249	2	1	100	1	100	249	100	1	100	1	100	248	100						
Hispanic	1	1	1	1	149	1	1	100	1	100	147	99	1	100	1	100	147	99						
Caucasian/White	76	94	76	94	13438	94	76	100	76	100	13353	100	76	100	76	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	14	17	14	17	2518	18	14	100	14	100	2479	99	14	100	14	100	2479	99						
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
<b>Economically disadvantaged</b>	25	31	25	31	5335	37	25	100	25	100	5277	99	25	100	25	100	5279	99						
<b>Migrant</b>	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	67	83	67	83	11613	81	67	83	67	83	11626	81						
Identified disability (PET/IEP)	0	0	0	0	373	3	0	0	0	0	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	2	3	2	3	149	1	2	3	2	3	150	1						
<b>Participation with accommodations</b>	13	16	13	16	2451	17	13	16	13	16	2446	17						
Identified disability (PET/IEP)	13	100	13	100	1909	78	13	100	13	100	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	0	0	0	0	85	3	0	0	0	0	84	3						
Other	0	0	0	0	350	14	0	0	0	0	335	14						
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	197	1	1	1	1	1	196	1						
Identified disability (PET/IEP)	1	100	1	100	197	100	1	100	1	100	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Brewer School Department  
School: Brewer Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	10	10	10	10	1176	8
	2006-2007	5	5	5	5	1132	8
	<b>2007-2008</b>	<b>9</b>	<b>11</b>	<b>9</b>	<b>11</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	24	8	24	8	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	54	55	54	55	7612	51
	2006-2007	66	62	66	62	8127	57
	<b>2007-2008</b>	<b>51</b>	<b>64</b>	<b>51</b>	<b>64</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	171	60	171	60	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	29	29	29	29	4080	27
	2006-2007	24	23	24	23	3549	25
	<b>2007-2008</b>	<b>15</b>	<b>19</b>	<b>15</b>	<b>19</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	68	24	68	24	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	6	6	6	2005	13
	2006-2007	11	10	11	10	1478	10
	<b>2007-2008</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>981</b>	<b>7</b>
	Cum. Total*	22	8	22	8	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	33.3	59.5	33.3	59.5	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.4	58.6	16.4	58.6	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.9	60.4	16.9	60.4	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Brewer School Department  
 School: Brewer Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	80	9	11	51	64	15	19	5	6	649	80	11	64	19	6	649	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	2										2						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	75	9	12	48	64	13	17	5	7	649	75	12	64	17	7	649	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	13	0	0	1	8	8	62	4	31	632	13	0	8	62	31	632	2282	2	29	42	27	636
No	67	9	13	50	75	7	10	1	1	652	67	13	75	10	1	652	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	80	9	11	51	64	15	19	5	6	649	80	11	64	19	6	649	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	24	1	4	12	50	7	29	4	17	643	24	4	50	29	17	643	5153	6	51	31	12	643
No	56	8	14	39	70	8	14	1	2	651	56	14	70	14	2	651	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	80	9	11	51	64	15	19	5	6	649	80	11	64	19	6	649	14057	13	57	23	7	648
<b>Gender</b>																						
Female	43	8	19	25	58	8	19	2	5	650	43	19	58	19	5	650	6967	16	59	20	5	650
Male	37	1	3	26	70	7	19	3	8	647	37	3	70	19	8	647	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	80	9	11	51	64	15	19	5	6	649	80	11	64	19	6	649	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	3										3						557	50	48	2	0	661
No	77	9	12	48	62	15	19	5	6	648	77	12	62	19	6	648	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Brewer School Department

School: Brewer Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	0	0	1	100	0	0	630	1	0	0	100	0	630	6	7	43	30	20	641
B. less than one hour	58	4	9	29	63	10	22	3	7	648	58	9	63	22	7	648	56	13	58	23	6	648
C. one to two hours	38	5	17	20	67	4	13	1	3	651	38	17	67	13	3	651	34	15	60	20	5	649
D. more than two hours	4	0	0	2	67	0	0	1	33	643	4	0	67	0	33	643	3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	49	6	15	25	64	6	15	2	5	651	49	15	64	15	5	651	40	17	60	19	5	650
B. They match some of what I have learned.	42	2	6	23	70	6	18	2	6	648	42	6	70	18	6	648	48	12	59	23	6	648
C. They match just a little of what I have learned.	5	0	0	3	75	1	25	0	0	644	5	0	75	25	0	644	9	7	45	34	15	643
D. There is no match.	4	0	0	0	0	2	67	1	33	632	4	0	0	67	33	632	3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	32	6	24	14	56	4	16	1	4	652	32	24	56	16	4	652	28	26	58	11	4	653
B. good	48	2	5	29	76	6	16	1	3	649	48	5	76	16	3	649	54	9	61	24	6	647
C. fair	18	0	0	7	50	4	29	3	21	640	18	0	50	29	21	640	16	3	48	37	13	642
D. poor	3	0	0	1	50	1	50	0	0	636	3	0	50	50	0	636	2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	10	1	13	4	50	1	13	2	25	646	10	13	50	13	25	646	15	10	48	27	15	644
B. about the same as my regular schoolwork	65	7	14	33	65	10	20	1	2	650	65	14	65	20	2	650	66	13	59	22	5	649
C. easier than my regular schoolwork	25	0	0	14	70	4	20	2	10	645	25	0	70	20	10	645	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	3	75	1	25	0	0	648	5	0	75	25	0	648	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	47	3	8	23	62	9	24	2	5	648	47	8	62	24	5	648	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	47	5	14	25	68	4	11	3	8	649	47	14	68	11	8	649	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	34	2	7	18	67	4	15	3	11	648	34	7	67	15	11	648	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	59	6	13	30	64	10	21	1	2	650	59	13	64	21	2	650	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	3	60	1	20	1	20	638	6	0	60	20	20	638	3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	2	15	8	62	2	15	1	8	649	16	15	62	15	8	649	19	19	58	17	6	651
B. 20 minutes to an hour	58	5	11	32	70	8	17	1	2	650	58	11	70	17	2	650	51	15	60	20	5	649
C. less than 20 minutes	9	1	14	1	14	3	43	2	29	641	9	14	14	43	29	641	12	9	56	26	9	646
D. I rarely read at home.	16	0	0	10	77	2	15	1	8	646	16	0	77	15	8	646	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	1	50	1	50	0	0	644	50	0	50	50	0	644						
C.	50	0	0	1	50	0	0	1	50	639	50	0	50	0	50	639						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Brewer School Department  
School: Brewer Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	3	3	3	3	1463	10
	2006-2007	10	9	10	9	2092	15
	<b>2007-2008</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	17	6	17	6	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	41	41	41	41	5914	40
	2006-2007	37	35	37	35	5731	40
	<b>2007-2008</b>	<b>43</b>	<b>54</b>	<b>43</b>	<b>54</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	121	42	121	42	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	42	42	42	42	4494	30
	2006-2007	41	39	41	39	4175	29
	<b>2007-2008</b>	<b>18</b>	<b>23</b>	<b>18</b>	<b>23</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	101	35	101	35	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	13	13	13	13	3014	20
	2006-2007	18	17	18	17	2308	16
	<b>2007-2008</b>	<b>15</b>	<b>19</b>	<b>15</b>	<b>19</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	46	16	46	16	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	10.3	54.2	10.3	54.2	9.6	50.5
Cluster 2: Shape and Size	15	27	7.4	49.3	7.4	49.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.8	54.3	3.8	54.3	4.2	60.0
Cluster 4: Patterns	15	27	7.6	50.7	7.6	50.7	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 6  
SAU: Brewer School Department  
School: Brewer Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	80	4	5	43	54	18	23	15	19	641	80	5	54	23	19	641	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	2										2						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	75	3	4	41	55	17	23	14	19	641	75	4	55	23	19	641	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	13	0	0	0	0	1	8	12	92	616	13	0	0	8	92	616	2283	2	18	31	49	627
No	67	4	6	43	64	17	25	3	4	646	67	6	64	25	4	646	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	80	4	5	43	54	18	23	15	19	641	80	5	54	23	19	641	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	24	1	4	10	42	4	17	9	38	635	24	4	42	17	38	635	5160	4	34	36	26	636
No	56	3	5	33	59	14	25	6	11	644	56	5	59	25	11	644	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	80	4	5	43	54	18	23	15	19	641	80	5	54	23	19	641	14065	10	43	30	17	642
<b>Gender</b>																						
Female	43	0	0	25	58	10	23	8	19	641	43	0	58	23	19	641	6974	10	43	31	16	642
Male	37	4	11	18	49	8	22	7	19	641	37	11	49	22	19	641	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	80	4	5	43	54	18	23	15	19	641	80	5	54	23	19	641	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	3										3						557	53	42	4	0	663
No	77	2	3	42	55	18	23	15	19	640	77	3	55	23	19	640	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Brewer School Department

School: Brewer Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	0	0	0	0	1	100	610	1	0	0	0	100	610	6	6	33	31	31	635
B. less than one hour	58	3	7	21	46	11	24	11	24	640	58	7	46	24	24	640	56	11	43	30	16	643
C. one to two hours	38	1	3	21	70	6	20	2	7	645	38	3	70	20	7	645	34	11	45	30	14	644
D. more than two hours	4	0	0	1	33	1	33	1	33	626	4	0	33	33	33	626	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	30	2	8	15	63	5	21	2	8	648	30	8	63	21	8	648	45	14	47	28	11	646
B. They match some of what I have learned.	51	2	5	25	61	8	20	6	15	643	51	5	61	20	15	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	16	0	0	3	23	5	38	5	38	630	16	0	23	38	38	630	9	6	30	33	32	635
D. There is no match.	3	0	0	0	0	0	0	2	100	602	3	0	0	0	100	602	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	29	2	9	14	61	4	17	3	13	645	29	9	61	17	13	645	29	24	51	17	8	651
B. good	48	1	3	23	61	8	21	6	16	643	48	3	61	21	16	643	48	6	45	33	16	641
C. fair	20	1	6	5	31	5	31	5	31	633	20	6	31	31	31	633	19	1	29	42	28	634
D. poor	4	0	0	1	33	1	33	1	33	631	4	0	33	33	33	631	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	25	0	0	8	42	9	47	2	11	639	25	0	42	47	11	639	24	5	38	33	24	638
B. about the same as my regular schoolwork	68	3	6	32	62	8	15	9	17	643	68	6	62	15	17	643	62	9	45	31	14	643
C. easier than my regular schoolwork	8	0	0	3	50	1	17	2	33	638	8	0	50	17	33	638	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	43	1	3	20	59	7	21	6	18	640	43	3	59	21	18	640	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	50	3	8	20	50	10	25	7	18	642	50	8	50	25	18	642	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	3	50	1	17	2	33	640	8	0	50	17	33	640	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	19	0	0	6	40	2	13	7	47	631	19	0	40	13	47	631	17	8	39	30	22	639
B. two or three days a week	26	3	15	10	50	5	25	2	10	644	26	15	50	25	10	644	34	11	44	31	14	643
C. two or three times each month	38	1	3	19	66	4	14	5	17	644	38	3	66	14	17	644	31	12	44	29	15	644
D. never or almost never	17	0	0	7	54	6	46	0	0	644	17	0	54	46	0	644	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	10	0	0	3	38	3	38	2	25	634	10	0	38	38	25	634	11	11	37	29	23	641
B. two or three days a week	40	2	6	19	59	5	16	6	19	643	40	6	59	16	19	643	32	11	44	30	15	643
C. two or three times each month	33	1	4	15	58	5	19	5	19	642	33	4	58	19	19	642	32	11	45	30	15	643
D. never or almost never	18	1	7	6	43	5	36	2	14	639	18	7	43	36	14	639	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	1	33	2	67	621	4	0	0	33	67	621	7	6	29	33	32	635
B. 30–45 minutes	26	0	0	8	38	6	29	7	33	635	26	0	38	29	33	635	37	8	39	34	20	640
C. 45–60 minutes	54	4	9	25	58	9	21	5	12	644	54	9	58	21	12	644	42	13	47	28	12	645
D. more than 60 minutes	16	0	0	10	77	2	15	1	8	646	16	0	77	15	8	646	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	1	50	1	50	621	50	0	0	50	50	621						
C.	50	0	0	0	0	1	50	1	50	622	50	0	0	50	50	622						
D.	0										0											

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